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ABSTRACT

Questionnaires were mailed to first, second, and third grade state bilingual education program teachers in five selected South Texas school districts to examine criteria used by state bilingual education program teachers to transfer limited English speaking ability (LESA) children from Spanish reading to English reading. Three-fourths of the 31 teachers who responded used a specific set of criteria, determined by the curriculum used in a given school district, to transfer Spanish LESA children from Spanish to English reading. The criteria used were described in terms of one of seven models. One-fifth of the teachers placed Spanish LESA children with the mainstream of students in regular English instructional program. One-fourth of the teachers rated their criteria for transferring Spanish LESA children from Spanish to English reading as a good indicator of the Spanish LESA child's success in English reading after the transfer was made. It was hoped that results of the study would cause local and state education agency policy makers to assess the status of bilingual education programs in accordance with state laws and to assess the quality of specific criteria for transferring LESA children from Spanish to English reading. A replication study with a larger sample population, perhaps statewide, was recommended. (CM)

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THE STATUS OF THE CRITERIA USED BY BILINGUAL EDUCATION TEACHERS TO TRANSFER LIMITED ENGLISH SPEAKING ABILITY STUDENTS FROM SPANISH READING TO ENGLISH READING IN SELECTED SOUTH TEXAS SCHOOL DISTRICTS WITH STATE BILINGUAL EDUCATION PROGRAMS IN GRADES FIRST, SECOND, AND THIRD

By

Tadeo Reyna

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Texas A&I University

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Chapter I

Introduction

Background of the Problem

There are two and one-quarter million Mexican Americans in the state of Texas which compromise approximately twenty percent of the state's population.[1] A large number of Mexican Americans lived in Texas before it became a state. When Texas became a state in 1845, Mexican Americans automatically became citizens of the United States of America. The Mexican American population of today consists not only of original descendents of the Tejanos (Mexican Americans of the 1800's) but also of Mexican immigrants. Mexicans immigrated to this country for social, economic and/or political reasons, Some came and are still coming to Texas to be reunited with their kinship. Others came and are still coming because the United States of America is seen as a land of prosperity and economic security. Finally, Mexican immigrants came to this country to avoid political persecution in their own country especially during the Mexican Revolution of 1910.

As public school education progressed in Texas from the late 1800's to the present, Mexican American children became part of the state's student population mainstream. Becoming part of the mainstream however did not insure an equitable opportunity to succeed in school. In 1971 the U.S. Commission on Civil Rights reported that nearly one-half or 47 percent of the Mexican American pupils left school before they reached the twelfth grade.[2] In reading achievement at the fourth grade level, 52 percent or half of the Mexican American students were deficient in their reading skills.[3] At the eighth grade level, 74 percent of the Mexican American students were reading below grade level with 49 percent reading two or more years below grade level.[4]

The Civil Rights study also reported that 22 percent of the Mexican American students repeat the first grade and 5 percent repeat the fourth grade.[5] On over-ageness, 7 percent of the Mexican American students were two or more years over-

age in the first grade, 12 percent in the fourth grade and 17 percent in the eighth grade.[6] Many reasons have been given for the failure of Mexican American students in schools. Some of the most outstanding causative factors are:

> (1) a long history of indifference toward the educational needs of the Mexican American on the part of the dominant Anglo society; (2) social factors attendant upon linguistic and cultural differences; (3) the melting pot theory that has pervaded American education for so many years; and (4) the inadequacy of teachers, of curriculum and of facilities in the schools.[7]

Recognizing the educational needs of Mexican American students and pursuant to the state's policy to insure an equal educational opportunity to every child, the Texas legislature passed Senate Bill 121 in 1973. Senate Bill 121 and subsequent legislation requires a bilingual education program in any school district having twenty or more children of limited English speaking ability (LESA) in grades K-3. According to the legislation a bilingual education program established by a school district shall be a full-time program of instruction:

> (1) in all subjects required by law or by the school district which shall be given in the primary language of the children of limited English speaking ability who are enrolled in the program, and in the English language when the children have acquired proficiency in English; (2) in the comprehension, speaking, reading, and writing of the primary language of the children of limited English-speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the primary language of the children of limited English-speaking ability, and in the history and culture of the United States.[8]

It is clearly evident from the aforementioned method of instruction that the intent of the legislation is for bilingual education to be transitional in nature. A transitional bilingual education program provides for instruction in the child's primary language until s/he masters a proficiency in English at which time the

student can be transferred from Spanish instruction to English instruction. Although there exists a state policy for entering and exiting LESA children in bilingual education programs, there is no policy or established criteria for transferring LESA children from Spanish to English reading within a bilingual education program.

Statement of the Problem

The purpose of this research study was to identify the criteria that first, second, and third grade bilingual teachers use to transfer limited English Speaking ability (LESA) students from Spanish reading to English reading in state bilingual education programs. The hypotheses of this study were:

$H_0 1$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have mastered a given number of Spanish reading skills. (Model F)

$H_0 2$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have completed a particular Spanish reading book level in a given curriculum. (Model A)

$H_0 3$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have mastered a sufficient knowledge of the English language as measured by a given test or the completion of a given ESL Curriculum. (Model B)

$H_0$4 No teachers in selected South Texas state bilingual education programs teach both Spanish and English reading skills concurrently and transfer eighty percent (80%) of the LESA children to the regular English reading program at a given grade level. (Model E)

$H_0$5 No teachers in selected South Texas state bilingual education programs place Spanish LESA children in ESL programs only and transfer them to the regular English reading program after the mastery of a sufficient knowledge of the English language as measured by the score of a given test or the completion of a given ESL reader or curriculum. (Model C)

$H_0$6 No teachers in selected South Texas bilingual education programs place Spanish LESA students with the mainstream of the students in the regular English instructional program. (Model D)

$H_0$7 No teachers in selected South Texas state bilingual education programs use a combination of the above given Models (A-E) for transferring Spanish LESA children from Spanish reading to English reading. (Model G)

$H_0$8 No teachers in selected South Texas state bilingual education programs use a Model other than Models (A, B, C, E, F, or G) to transfer Spanish LESA children from Spanish reading to English reading.(Model H)

$H_0 9$ No teachers in selected South Texas state bilingual education programs believe that the Criteria Model which they use to transfer Spanish LESA children from Spanish reading to English reading is a good to excellent indicator of Spanish LESA children's success in English reading after the transfer is made.

Delimitations

This research study was delimited to first, second, and third grade state bilingual education program teachers in five selected South Texas school districts. This study focused on the criteria that state bilingual education program teachers use to transfer LESA children from Spanish reading to English reading. The criteria used for entering and exiting LESA students in state bilingual education programs is not germane to this study. Although the results of this research study indicate whether state bilingual education program teachers feel negative or positive about their transfer criteria, the study does not determine on a scientific basis which is the best criteria to use for the successful transfer of LESA children from Spanish reading to English reading.

Significance of the Study

The study gives a statistical status on the criteria that state bilingual education program teachers use in transferring LESA children from Spanish reading to English reading. In addition to making a significant contribution to the almost non-existent literature on transferring LESA children from Spanish reading to English reading, the results of the study should cause local education agency and state education agency policy makers: (1) to assess the status of bilingual education programs in accordance with state laws: and (2) to assess the quality of specific criteria for transferring LESA children from Spanish reading to English reading.

Procedure

For the purpose of this study the following steps were implemented:

1. Reviewed the literature on the transferability of Spanish reading to English reading.
2. Interviewed bilingual teachers and consultants in state bilingual education programs for their input on the criteria used to transfer LESA children from Spanish reading to English reading.
3. Developed a questionnaire to elicit the necessary responses to prove or disprove the hypotheses.
4. Identified the sample population of all first, second and third grade teachers in five selected South Texas school districts with state bilingual education programs. (The school districts were selected from the Analyze Categories used by the Texas Education Agency in its TABS study ((Texas Assessment of Basic Skills)).
5. Mailed questionnaires to the selected population.
6. Analyzed the data given by the respondents.
7. Formulated summary, conclusions and recommendations.

Treatment of Data

The data from the questionnaires was documented on tables corresponding to each of the questions in the questionnaire. Percentages were then calculated from that data to present the results in the narrative. Graphs and tables were used within the narrative, where appropriate and necessary, to enhance the understanding of the data given.

Definition of Terms

Bilingual Education - the use of two languages as a medium of instruction in any or all subject areas with the utilization of the cultures of the two languages in all aspects of the curriculum.

English-as-a-Second Language Program - the instruction of English to non-English speakers using ESL methodology.

English Reading - the process of decoding and encoding graphemes into meaning in the English language.

Mexican American - an individual who is of Mexican origin and who is a citizen of the United States.

Spanish Limited English Speaking Ability Students - Students whose vernacular is Spanish and who have difficulty in understanding, speaking, reading and writing in the language of the school which is English.

Spanish Reading - the process of decoding and encoding graphemes into meaning in the Spanish language.

NOTES

[1]United States Bureau of the Census, Statistical Abstract of the United States, 1975 (Washington, D.C.: U.S. Government Printing Office, 1975, p. 368.

[2]United States Commission on Civil Rights, The Unfinished Education (Washington, D.C.: U.S. Government Printing Office, 1971), p. 17.

[3]Ibid., p. 33.

[4]Ibid.

[5]Ibid., p. 35.

[6]Ibid., p. 37.

[7]Elizabeth Willink, "Bilingual Education for Navajo Children", In Bilingualism in the Southwest by Paul R. Turner (Tucson: University of Arizona Press, 1973), p. 182.

[8]Senate Bill 195 (Austin, Texas: Texas State Legislative, 1978), pp. 3-4.

Chapter II

Review of the Literature

An extensive review of the literature by computer and manual searches revealed that studies which identify the type of criteria that can be used or is being used in bilingual education programs is non-existent. Diana Natalico affirms this fact by stating that "there is a lack of relevant research about the transfer of reading skills." [1] She further states that "current research does not support a best approach to the teaching of reading within a bilingual context."[2]

Eleanor W. Thonis states that the seven major points to consider in a bilingual reading program are "(1) level of language development; (2) teaching method; (3) reading materials; (4) authenticity of the language and cultural content of the materials; (5) the sequence of skill development; (6) distribution of activities within the curriculum and (7) the transfer of reading skills." [3] However, when Thonis speaks on the transfer of reading skills, she merely mentions that "pupils who have mastered the print of Spanish have many abilities which transfer positively to the reading of English."[4] Her transferability of skills discussion seizes after the following three examples,which can aid in transferring from Spanish to English Reading are given:

> (1) both languages share the same alphabetic principle and have common roots in the Roman alphabet;
>
> (2) Spanish and English both are ordered in a left-to-right sequence; and
>
> (3) both languages have many cognates in the written and spoken forms.5

Kenneth S. Goodman and Yetta M. Goodman both agree that "bilingual speakers who are literate in their home language find it easier to learn to read English than do preliterate children."[6] The issue of defining or measuring "literate"

is evaded. Sally Kaminsky also fails to define her term "competence" when she states that "once some competence has been acquired in both languages, reading in both languages will become possible for the bilingual child."[7]

Nancy Modiano does define the optimum time to transfer, however, her definition is vague. She states that "at some point it is appropriate to introduce reading in the second language."[8] She defines "at some point" as "ideally not until he reads with ease anything placed before him, showing us that he has internalized all the rules for decoding his language."[9]

According to Bernard Cohen, a comprehensive English as a Second Language program "promotes an easier transferability of developmental skills by introducing English vacabulary words that can be used to promote the transferability of phonic skills from Spanish to English."[10] Cohen claims that "Spanish reading skills at various levels of difficulty can be transferred into English."[11] He gives two types of schedules for transferring reading skills. The TIS (Transferring Individual Skills) schedule and the TOC (Transferring Organized Clusters) schedule.

The TIS schedule "promotes the transference of reading skills from Spanish into English on a skill-by-skill basis as they are acquired in English."[12] The TOC schedule "promotes the transference of similar skills clustered, per degree of difficulty and format at the comprehension level."[13] Although he proposes both schedules, he concludes that "none of the bilingual programs (Spanish/English) have arranged both languages with a hierarchical system that would promote parallel development or transference on a skill by skill basis for every skill."[14]

NOTES

[1]Diana S. Natalico, "Reading and the Bilingual Child", In Transferring Spanish Reading Skills into English Reading Skills by Candelario F. Huerta, Unpublished Manuscript, Texas A&I University, 1980), p. 17.

[2]Ibid., p. 18.

[3]Eleanor W. Thonis, Literacy for America's Spanish Speaking Children (Newark, Delaware: International Teading Association, 1976), p. 61.

[4]Ibid.

[5]Ibid.

[6]Kenneth S. Goodman and Yetta M. Goodman, "Reading of American Children Whose Language Is a Stable Rural Dialect of English or a Language Other Than English", In Forum (Rosslyn, VA.: National Clearinghouse for Bilingual Education, 1980), pp. 3-4.

[7]Sally Kaminsky, "Bilingualism and Learning to Read", In The Bilingual Child, edited by Antonio Simoes (New York: Academic Press, 1978).

[8]Nancy Modiano, "Reading in Bilingual Education", In Competency Based Teacher Education. (San Bernardino, California: Regional Project Office, San Bernardino County Schools, 1972), p. 2.

[9]Ibid.

[10]Bernard Cohen, Issues Related To Transferring Reading Skills from Spanish to English (Los Angeles, California: National Dissemination Center, 1980) p. 10.

[11]Ibid.

[12]Ibid., p. 11.

[13]Ibid.

[14]Ibid., p. 12.

Chapter III

Procedures

Since the review of the literature provided no in-depth in-sight into the conceptual framework of this study, an original instrument had to de designed to gather the necessary data. Bilingual education teachres and consultants were interviewed to get feedback needed for the design of the questionnaire used.

The questionnaire was designed with a twofold purpose. The first purpose was designed to elicit demographic data such as years of experience, type of degree, type of teaching certificate, hours of staff development, teacher's language proficiency, type of classroom schedule, and type of materials used.

The second purpose of the questionnaire was designed to elicit responses on (1) the type of criteria used to transfer LESA children from Spanish to English reading; and (2) the teacher's assessment of the criteria used as an indicator of the LESA children's success in English reading after the transfer was made.

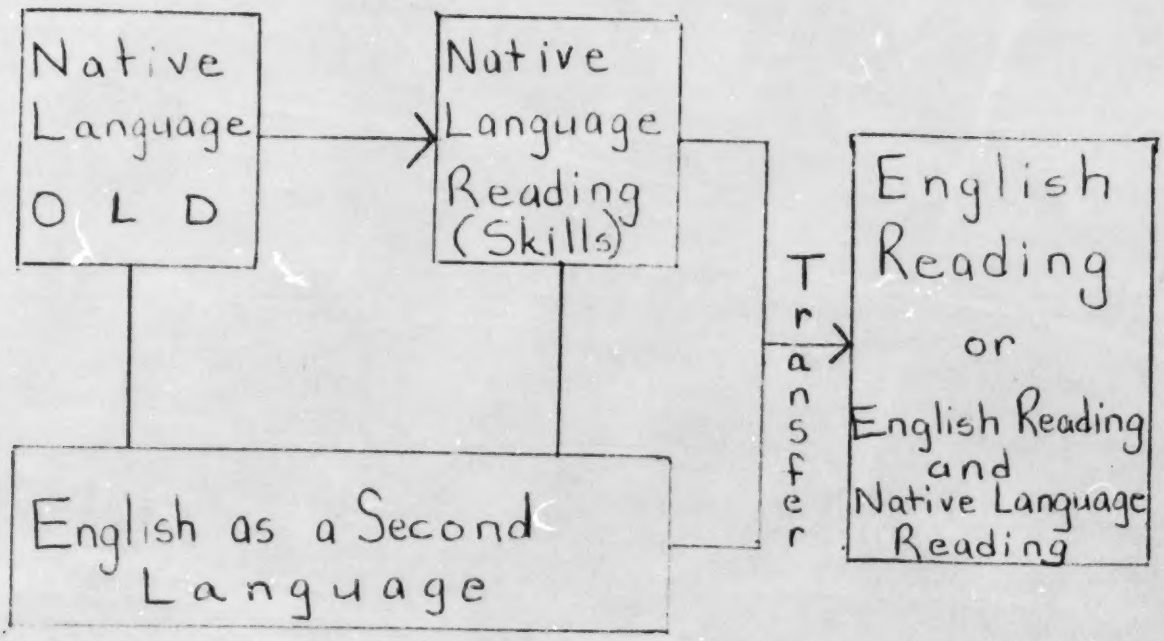
The questionnaire for the most part is self-explanatory and can be found in Appendix A. The only question that needs an explanation is question #14 which lists various models that could be used by teachers to identify the criteria which they use to transfer LESA children from Spanish to English reading. The models presented on question #14 were based on the various combinations that could be derived from the model given in Figure I.

Ideally LESA children should receive native oral language instruction prior to going into native language reading. At the same time that native oral language development and reading are taught, the LESA child should receive English as a Second Language instruction before the transfer at some point in time is made to English reading. A transfer could be made to English reading only if a program is transitional in nature.

If the bilingual instructional program is of a maintenance type than LESA children could transfer into English reading and concurrently continue Spanish

Figure I

BILINGUAL EDUCATION
PROGRAM MODEL


Native Language O L D
Native Language Reading (Skills)
English as a Second Language
Transfer
English Reading or English Reading and Native Language Reading

reading. The various combinations that were derived from the ideal model were:

Model A: LESA children are transferred from Spanish reading to English reading after they have finished reading a given book level in their reading series.

Model B: LESA children are transferred from Spanish reading to English reading after they have mastered a sufficient knowledge of the English language as measured by an ESL Test or the completion of an ESL curriculum.

Model C: LESA children are not transferred from Spanish reading to English reading. LESA children are placed in an E-S-L program and are transferred to English reading after they have mastered a sufficient knowledge of the English language as measured by the score on a given ESL test or the completion of an ESL reader or curriculum.

Model D. LESA children are not transferred from Spanish reading to English reading. LESA children are placed with the mainstream of the students

in the regular English instruction classroom.

Model E: LESA children are taught Spanish and English reading skills concurrently along a continuum over a specified period of time until the students are transferred into the regular English program at a given grade level.

Model F: LESA children are transferred from Spanish reading to English reading after they have mastered a given number of Spanish skills on a given checklist.

Model G: LESA children are transferred from Spanish reading to English reading by using a combination of Models A through F.

Model H: This model was left blank for the teacher to describe her own model, if other than the ones listed above.

After the questionnaire was completed, the sample population was selected. The population consisted of all first, second, and third grade teachers in five selected South Texas school districts with state bilingual education programs.

The five school districts were selected by type as defined by the Texas Education Agency (TEA) in their TABS (Texas Assessment of Basic Skills) study.

Approximately 1,000 school districts were classified by TEA according to one of the following types of school districts: (1) major urban districts; (2) central city districts; (3) fast-growing suburban districts; (4) stable suburban districts; (5) large non-metropolitan school districts; (6) town districts; an (7) rural districts. One school district from each of the latter five types of school districts were selected for this study. Questionnaires were then sent to fifty-seven first, second, and third grade teachers teaching in a state bilingual education program in the identified school districts.

Chapter IV

Analysis of Data

Fifty-four percent (54%) of the teachers in the sample population responded. The teachers (N=31) were from four of the five school districts selected. Teachers from the rural-type of school district were the only ones that did not respond. Ninety-seven percent (97%) of the teachers were certified in elementary education and had an endorsement in bilingual education.

For the purpose of clarification the nine hypotheses of this study are listed individually on pages 16 to 24 . According to the findings all of the null hypotheses with the exception of $H_0 5$ and $H_0 8$ were rejected. The table on page 25 shows that seventy-five percent (75%) of the teachers use some type of criteria to determine when a LESA child should transfer from Spanish reading to English reading. Nineteen percent (19%) of the teachers do not use any transfer criteria, the LESA children are merely placed in a regular English program. Six percent (6%) of the teachers that responded to the survey did not answer question #14 which related to the criteria models.

$H_0 1$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have mastered a given number of Spanish reading skills. (Model F)

Thirteen percent (13%) of the teachers in selected South Texas bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after the children have mastered fifty percent (50%) of the Spanish reading skills in Levels I, II, and III of a given checklist for Spanish reading skills. Of the fifty percent (50%) mastery of Spanish reading skills, one hundred percent (100%) of the word recognition skills, eighty percent (80%) of the grammar skills and one percent (1%) of the Comprehension skills had to be mastered before the transfer was made. No mastery of any literacy skills was considered essential.

According to the findings, the null hypothesis is rejected by the data.

$H_0 2$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have completed a particular Spanish reading book level in a given curriculum. (Model A)

Twenty-six percent (26%) of the teachers in selected South Texas bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after the children have completed a particular Spanish reading book level in a given curriculum.

According to the findings, the null hypothesis is rejected by the data.

$H_0 3$ No teachers in selected South Texas state bilingual education programs transfer Spanish LESA chidlren from Spanish reading to English reading after they have mastered a sufficient knowledge of the English language as measured by a given test on the completion of a given ESL curriculum. (Model B)

Ten percent (10%) of the teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading after they have mastered a sufficient knowledge of the English language as measured by a given test on the completion of a given ESL Curriculum.

According to the findings, the null hypothesis is rejected by the data.

$H_0 4$ No teachers in selected South Texas state bilingual education programs teach both Spanish and English reading skills concurrently and transfer eighty percent (80%) of the LESA children to the regular English reading program at a given grade level. (Model E)

Sixteen percent (16%) of the teachers in selected South Texas state bilingual education programs teach both Spanish and English reading skills concurrently and transfer Spanish LESA children at a given grade level. Of the sixteen percent (16%), forty percent (40%) of the teachers transfer their Spanish LESA children at the second grade level; forty percent (40%) at the third grade level and twenty percent (20%) at the fifth grade level.

According to the findings, the null hypothesis is rejected by the data.

$H_0 5$ No teachers in selected South Texas state bilingual education programs place Spanish LESA children in ESL programs only transfer them to the regular English reading program after the mastery of a sufficient knowledge of the English language as measured by the score of a given test or the completion of a given ESL reader or curriculum. (Model C)

No teachers in selected South Texas state bilingual education programs place Spanish LESA children in an ESL program only and then transfer them to regular English reading program after the master of a sufficient knowledge of the English language as measured by the completion of a given ESL reader or curriculum.

According to the findings, the null hypothesis is affirmed by the data.

$H_0 6$ No teachers in selected South Texas bilingual education programs place Spanish LESA students with the mainstream of the students in the regular English instructional program. (Model D)

Nineteen percent (19%) of the teachers in selected South Texas bilingual education programs place Spanish LESA students with the mainstream of the students in the regular English instructional program.

According to the findings, the null hypothesis is rejected by the data.

$H_0 7$ No teachers in selected South Texas state bilingual education programs use a combination of the above given Models (A-E) for transferring Spanish LESA children from Spanish reading to English reading. (Model G)

Ten percent (10%) of the teachers in selected South Texas state bilingual education programs use a combination of Models (A-E) for transferring Spanish LESA children from Spanish reading to English reading. Of the ten percent (10%), sixty-seven percent (67%) use a combination of Models A and B and thirty-three percent (33%) use a combination of Models A, B, C, D and E.

According to the findings, the null hypothesis is rejected by the data.

$H_0 8$ No teachers in selected South Texas state bilingual education programs use a Model other than Models (A, B, C, E, F or G) to transfer Spanish LESA children from Spanish reading to English reading. (Model H)

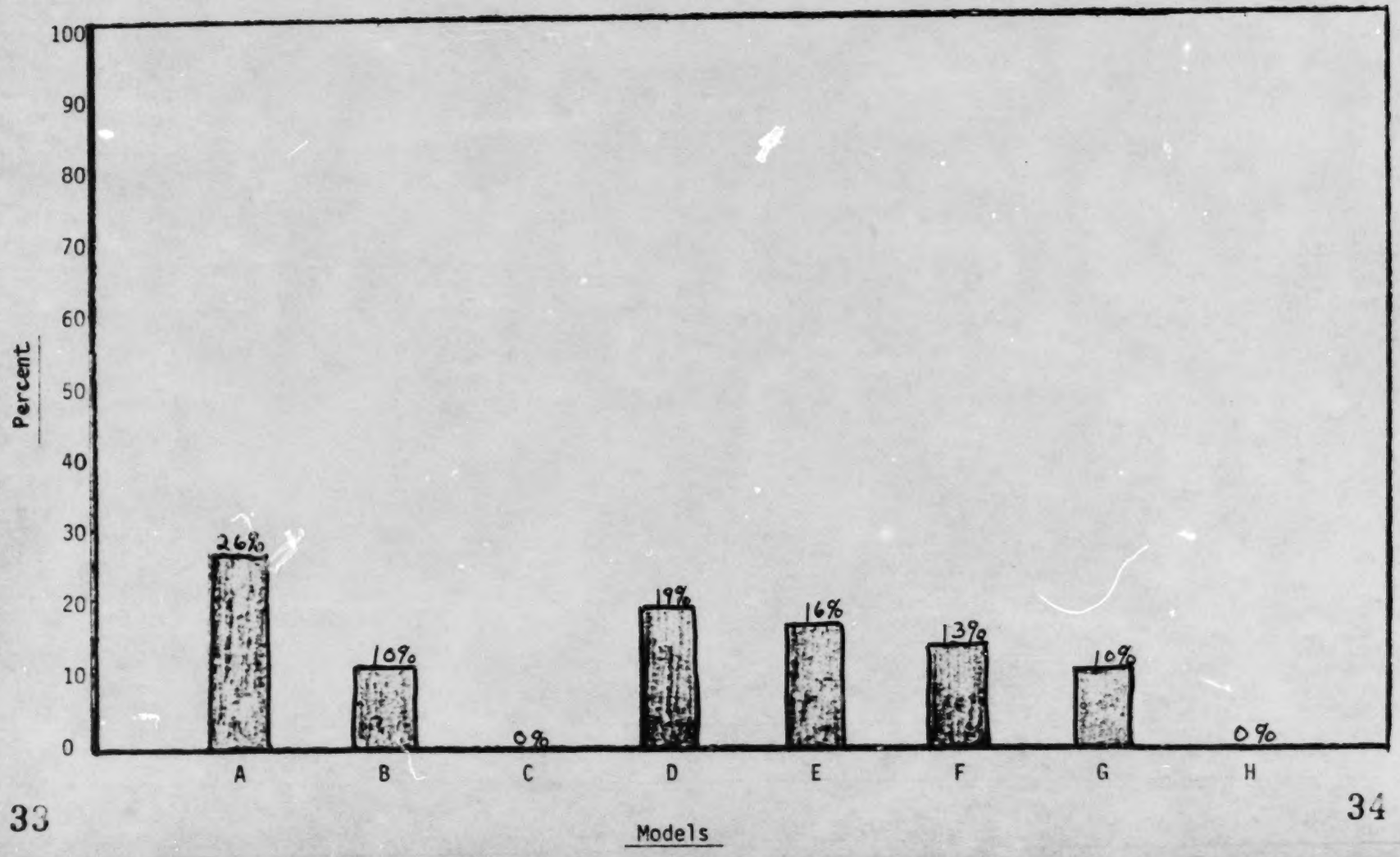
According to the findings, the null hypothesis is affirmed by the data.

$H_0 9$ No teachers in selected South Texas state bilingual education programs believe that the Criteria Model which they use to transfer Spanish LESA children from Spanish reading to English reading is a good to excellent indicator of Spanish LESA children's success in English reading after the transfer is made.

Twenty-six percent (26%) of the teachers rated the use of their Criteria Model as a good indicator of the Spanish LESA children's success in English reading after the transfer is made. Thirty-nine percent (39%) rated the use of their Criteria Model as average, three percent (3%) as fair, none as poor, none as excellent and thirty-two percent (32%) did not respond.

According to the findings, the null hypothesis is rejected by the data.

Model Selections
by
Teachers



Chapter V

Summary, Conclusions and Recommendations

Summary

An extensive review of the literature has revealed that research studies on the criteria that can be used by bilingual teachers to transfer Spanish LESA children from Spanish reading to English reading is almost non-existent. The only available research indicates that there are certain Spanish reading skills that are transferrable to English reading but it falls short in identifying a theoretical model of criteria to use in transferring Spanish LESA children from Spanish reading to English reading. The "rule of thumb" given by the leading consultants in Spanish reading is that bilingual teachers may transfer Spanish LESA children from Spanish reading to English reading after the Spanish LESA child has successfully completed reading the Spanish Level 4 reader. However, this "rule of thumb" is to be used only if there is no other type of identifiable criteria available to make a valid judgement or assessment as to when to transfer a Spanish LESA child into English reading.

The purpose of the study was to identify the criteria that teachers in selected South Texas state bilingual education programs use in transferring Spanish LESA children from Spanish reading to English reading. The sample population consisted of first, second and third grade teachers from five different types of school districts- rural districts, town districts, large districts and fast-growing suburban school districts. Fifty-four percent (54%) of the teachers from eighty percent (80%) of the school districts responded to the survey.

Seventy-five percent (75%) of the teachers in selected South Texas state bilingual education programs use a specific set of criteria or Model to transfer Spanish LESA children from Spanish reading to English reading. Nineteen percent (19%) of the teachers place LESA children with the mainstream of the students in

an English only instructional program and six percent (6%) of the teachers did not respond.

Of the seventy-five percent (75%) of the teachers that use a specific set of criteria or model,

- Thirteen percent (13%) transfer Spanish LESA children from Spanish reading to English reading after a given number of Spanish reading skills have been mastered.
- twenty-six percent (26%) transfer Spanish LESA children from Spanish reading to English reading after the completion of a particular Spanish reader book level of a given curriculum.
- sixteen percent (16%) transfer Spanish LESA children from Spanish reading to English reading at a given grade level after teaching Spanish and English reading skills concurrently.
- ten percent (10%) transfer Spanish LESA children from Spanish reading to English reading after a sufficient knowledge of the English language has been mastered as measured by a given test score or completion of an ESL reader or curriculum.
- ten percent (10%) transfer Spanish LESA children from Spanish LESA children from Spanish reading to English reading by using more than one specific set of criteria or model.

Only twenty-six percent (26%) of the teachers rated the use of their criteria model for transferring Spanish LESA children from Spanish reading to English reading as a good indicator of the Spanish LESA children's success in English reading after the transfer is made. Thirty-nine percent (39%) of the teachers rated their criteria as average, three percent (3%) as poor and thirty-two percent (32%) of the teachers did not rate their criteria.

Conclusions

.Three-fourths of the teachers in selected South Texas state bilingual education programs use a specific set of criteria to transfer Spanish LESA children from Spanish reading to English reading.

.The set of criteria that teachers in selected South Texas state bilingual education programs use is not determined by such factors as type of degree or certificate held, years of teaching experience, language proficiency in English and Spanish, number of Spanish LESA children in the classroom, type of funding for the bilingual program, type of bilingual instructional program, number of courses in English and Spanish reading completed, number of hours in staff development in English and Spanish reading or type of classroom schedule. Rather, the criteria is determined by the curriculum used in a given school district.

.The specific set of criteria that teachers in selected South Texas state bilingual education use to transfer Spanish LESA children from Spanish reading to English reading can be described in terms of Criteria Models.

.Teachers in selected South Texas state bilingual education programs transfer Spanish LESA children from Spanish reading to English reading based on one of the following Models:

Model A: After the LESA child has completed a particular book level of a given curriculum or reading series.

Model B: After the LESA child has mastered a sufficient knowledge of the English language as measured by an ESL test or the completion of a given ESL curriculum.

Model C: This model was not used but applies to teachers who only transfer LESA children from an ESL program to a regular English instructional program.

Model D: This model does not describe a transfer criteria but the immersion of LESA children in the regular instruction program.

Model E: After the LESA child has reached a certain grade level and after being taught both Spanish and English reading skills concurrently.

Model F: The transfer is made after the LESA child has mastered a given set of Spanish reading skills.

Model G: A combination of any of the above models.

.One-fifth of the teachers in selected South Texas state bilingual education programs place Spanish LESA children with the mainstream of the students in the regular English instructional program.

.One-fourth of the teachers in selected South Texas state bilingual education programs rated the use of their criteria for transferring Spanish LESA children from Spanish reading to English reading as a good indicator of the Spanish LESA child's success in English reading after the transfer is made.

Recommendations

.The study should be replicated with a larger sample population, perhaps a statewide study.

.If the study is replicated, the questionnaire should be shortened by eliminating questions which are irrelevant to the problem being investigated.

.After the study has been replicated with a larger sample population and after criteria models have been identified, a study should be conducted to compare and contrast the reading achievement of Spanish LESA children after the transfer is made under each model identified to determine the real success of the criteria being used by bilingual education teachers to transfer Spanish LESA children from Spanish reading to English reading.

APPENDICES

Refer to Blue Notebook

for Appendices A-C

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